

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Peoria Elementary School

Peoria Unified School District
11501 N. 79th Avenue, Peoria, AZ 85345-8224

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

Principal: Mr. Karl F. Maynes
Schedule: 7:30 AM to 4:00 PM
Web Address: www.peoriaud.k12.az.us
E-mail: fmaynes@peoriaud.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 887
Phone: (623) 412-4450
Fax: (623) 412-4458

▼ School Overview ▼

Mission

Through the cooperative efforts of parents, community, staff and students, Peoria Elementary School is dedicated to ensure a safe, supportive environment for successful learning. We will empower students to be productive citizens, complex thinkers, self-directed learners, collaborative workers, and community contributors in an ever-changing global world by providing the necessary knowledge and skills to ensure their success.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Team Teaching
- w Meet Individual Needs

Instructional Programs

- w At-risk Preschool
- w English Immersion
- w Soar To Success
- w On-site Special Education
- w Gifted
- w Title I
- w Speech Services
- w Advanced Placement

School/Academic Goals

- w Student achievement in language will increase.
Teachers will incorporate writing across all content areas and enhance student writing through the use of computer technology.
- w Student achievement in mathematics will increase.
Teachers will pace math instruction to ensure key concepts are introduced prior to the evaluation process. Teachers will incorporate math problem-solving strategies across content areas.
- w Student achievement in reading will increase.
Teachers will work to integrate reading strategies across content areas in grades 5-8. The faculty will develop a schoolwide literacy project to raise awareness of the importance of reading.
- w Students will demonstrate personal responsibility.
Students will participate in extracurricular activities and in programs designed to enhance their life management and social skills, wellness practices, and civic and personal responsibility.

Enrollment

October 1, 2001 School Year Student Enrollment:	885
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	115

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 3 Parent(s)
 2 Community Member(s)
 1 Student(s)

Council Duties

w Parent/Educator Relations
 w School Safety Issues
 w Budget
 w Program Development
 w Student Programs
 w School Needs

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	4.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	1
4 to 6 years	8	2	0	1
7 to 9 years	1	1	0	0
10 or more years	16	11	2	0

▽ Shared Responsibilities ▽

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring students' completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences; and fostering respect of rules and property.

▽ Transportation Policy ▽

Transportation is provided to all eligible students who reside within the attendance boundary but beyond one mile of Peoria Elementary School. Additionally, transportation services are provided for eligible special education students to Peoria Elementary School or other facilities as noted in the IEP.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/20/03
Operates on Traditional Schedule

Report Card Release Dates

10/18/02

12/19/02

3/7/03

5/20/03

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes

Lunch - Yes

Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology Lab

W Science Lab

W K-6 Computer Lab

W At-risk Preschool

Extracurricular Activities

W Before/After School Care

W Student Council

W Chorus/Band

W Foreign Language Club

W National Junior Honor Society

W Sports

W Computer Club

W Ballet Folklórico

School/Community Resources

W Crisis Intervention

W Lunch Program

W Afterschool Program

W Recreational Activities

W Health Services

W Breakfast Program

W Day Care

W Girl Scouts

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

w The North Central Association accreditation visitation was completed in the fall of 1998.

w Wells Fargo Grant.

w The PIRATE SCOOP Newspaper.

w Principals Reading Challenge.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Teacher of the Year	2001
PEEF Grants	1998
Pride of Peoria Award Recognition	2001
Kellis Ldshp. in Teaching Award Winner	1999

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	75	511	11%	19%	57%	13%
	State	58840	524	9%	17%	45%	29%
Writing	School	79	521	15%	9%	73%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	82	495	18%	33%	40%	9%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	76	499	30%	26%	30%	13%
	State	61305	505	21%	20%	43%	15%
Writing	School	73	488	26%	38%	32%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	77	472	17%	58%	9%	16%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	89	491	35%	24%	34%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	82	484	18%	52%	29%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	88	455	45%	43%	6%	6%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	79	66	60	--	--	--
2	Reading	--	--	--	100	67	50	87	64	52	69	66	53	77	59	57
	Language	--	--	--	100	64	40	96	61	43	74	64	44	78	51	48
	Mathematics	--	--	--	100	71	51	94	70	55	76	80	57	80	65	61
3	Reading	94	50	47	100	47	47	93	41	48	89	52	50	85	40	50
	Language	94	49	49	100	48	51	89	49	54	86	65	56	86	50	57
	Mathematics	98	45	46	100	42	49	92	39	52	89	51	54	84	45	56
4	Reading	93	50	53	100	55	54	84	55	54	74	49	55	82	57	55
	Language	95	49	47	100	50	49	93	47	48	76	48	50	85	51	50
	Mathematics	96	48	51	100	52	54	90	50	55	80	48	57	86	53	58
5	Reading	92	39	51	100	41	51	91	49	51	82	49	51	82	39	53
	Language	94	36	42	100	36	44	90	44	45	89	40	45	86	36	47
	Mathematics	94	27	51	100	39	54	94	43	55	88	49	57	88	40	59
6	Reading	100	54	53	100	47	54	93	49	53	95	55	54	85	53	56
	Language	100	43	41	100	41	44	95	43	44	94	48	45	85	44	47
	Mathematics	100	48	57	100	43	59	92	56	60	94	63	63	86	51	65
7	Reading	96	50	52	100	55	53	87	47	52	84	48	53	80	53	55
	Language	95	49	52	100	54	54	90	52	54	89	46	55	82	56	58
	Mathematics	96	39	53	100	56	55	89	41	56	88	55	58	81	52	60
8	Reading	94	56	54	100	53	54	94	54	53	88	48	55	81	49	56
	Language	91	48	46	100	44	49	93	49	49	83	39	50	82	42	52
	Mathematics	95	47	52	100	44	54	89	48	56	87	46	58	83	56	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	27	19
Grades 3-4	79	71
Grades 4-5	64	60
Grades 5-6	81	73
Grades 6-7	70	59
Grades 7-8	76	76

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe environment for students, staff and community will be supported by a consistent well-defined discipline program, safety training for students and staff, volunteer orientation training, crisis management team meetings and school resource programs.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,715	\$2,335,925
Classroom Supplies	\$22	\$19,054
Administration	\$418	\$359,425
Support Services-Students	\$177	\$152,653
Other Support Services and Operations	\$700	\$602,573
Total Expenditures- All Categories 2000-2001	\$4,033	\$3,469,630

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Fritz Maynes	(623) 412-4450	
Transportation Policy	Steve Highlen	(623) 486-6000	
Community Resources	Jim Cummins	(623) 486-6000	
School Nutrition Programs	Willie Gentry	(623) 486-6350	
Parent Organization	Fritz Maynes	(623) 412-4450	
Student Health/Nurse	Belinda Gardner	(623) 412-4453	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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